

Redlands Primary School development plan



Our vision for Redlands is to strive continually for high levels of achievement and challenge in a creative and nurturing environment which encourages children's aspirations, self-confidence and independence and where children build meaningful relationships within both local and global communities

Summary of Priorities 2018 – 2019

1. Achievement: Outcomes for children and learners

- a. To improve attainment and progress of writing throughout the whole school.
- b. To improve attainment and progress of the Pakistani children
- c. To close the gap for the disadvantaged pupils so they match the attainment of other pupils in the school and nationally

2. Learning, Teaching and Assessment

- a. To raise standards in reading, writing and maths through a focus on oracy in the curriculum
- b. To develop teaching of writing with a focus on oracy to impact on progress throughout the school from Nursery to Yr 6
- c. To develop opportunities for challenge for more able writers in Key stage one and two

3. Effectiveness of leadership and management

- a. To further embed the leadership team and their impact on school improvement
- b. To develop leadership capacity to continue to raise standards and to improve teaching and learning
- c. To develop financial stability

4. Personal development, behaviour and welfare

- a. To raise attendance per child and therefore through the whole school to 97% and reduce percentage of persistent absence to 9%
- b. To develop a wellbeing curriculum to support pupils personal development

5. Early Years Provision

- a. To close the gap for the disadvantaged group in all areas by focusing on the environment providing a rich EYFS curriculum focused on independent learning
- b. To close the gap in attendance for the disadvantaged group

Ofsted development to outstanding:

- *The most able pupils in Key stage one are able to produce work consistently at greater depth in their writing*
- *The progress and attendance of the disadvantaged pupils match those of other pupils.*

Links to other documents

- Middle leader action plans
- ASP
- SIP report

Summary of SDP and 3 year data overview

2019	FS2	Good Levels of Development				Attendance
	Sch	76%				
	Nat	71.8%				
	Y1	Phonics				
	Sch	90%				
	Nat	82%				
	KS1	R		W	M	
	Sch	77%		69%	77%	
	Nat	76%		70%	76%	
	KS2	R	*GPS	W	M	
	Sch	88%	93%	88%	79%	
	Nat	73%	78%	78%	79%	
	RWM comb	Sch	69%	Nat	64%	

Review: please refer to 2019 data against the following objectives.

To develop teaching of writing with a focus on oracy to impact on progress throughout the school from Nursery to Yr 6

- At least 70% of pupils (including PP, SEND, EAL) in KS1 achieve the expected standard in writing by July 2018 and 78% at KS2 (to be in line with or above 2018 national percentages)
69% chn, 33% PP, 83% of APKN and 25% (3.5PP) of SEN attained an expected in writing
- At least 80% of pupils in the school make good progress (6 steps) by July 2018 in writing.
On average all pupils at the school made 5.47 points of progress 53% of children made 6 points or more

To close the gap for the disadvantaged pupils and APKN pupils so they match the attainment of other pupils in the school and nationally

- Disadvantaged pupils and APKN attain a GLD in line with others and nationally in EYFS
67% attained GLD and 57.1 % of APKN attained a GLD
- Disadvantaged pupils and APKN attain in line with other pupils in school an those nationally in the PCS
100% of disadvantaged pupils attained an expected and 100% of APKN pupils in PSC
- At least 73% of pupils in Y2 achieve the expected standard in writing by July 2018 and 80% at KS2 (to be in line with or above 2017 national percentages)
69% of PP chn attained an expected in KS1 and 83% at KS 2

Develop leadership capacity to continue to raise standards and to improve teaching and learning

- Roles and responsibilities of new leadership team and governors reviewed so that team members have greater impact on school Improvement-
Leaders have implemented a coaching programme, which 100% of Teachers involved have reported teaching and learning has improved and supported their development. Governors also have been involved in strategic direction of teaching and learning and other Leaders and professionals such as the SIP and other Headteachers were invited to quality assure judgements. Leaders have had impact on children's attainment on targeted provision

To raise attendance per child and therefore through the whole school to 97% and reduce percentage of persistent absence to 9%

- Attendance is at 97% and PA is reduced and is in line with national
97.5% 4.15 PA

To close the gap for the disadvantaged group in all areas by focusing on the environment providing a rich EYFS curriculum focused on independent learning

- Disadvantaged children attain with in line with others in school and those nationally
77% attained expected in reading, 67 % attained expected in writing and 67% in maths

2018	FS2	Good Levels of Development				Attendance
	Sch	83%				
	Nat	71.5%				
	Y1	Phonics				
	Sch	89%				
	Nat	83%				
	KS1	R		W	M	
	Sch	80%		63%	83%	
	Nat	76%		70%	76%	
	KS2	R	*GPS	W	M	
	Sch	80%	90%	77%	83%	
	Nat	75%	77%	78%	75%	
	RWM comb	Sch	67%	Nat	64%	

2017	KS1	R	*GPS	W	M	Attendance
	Sch	83%		70%	83%	
	Nat	76%		68%	75%	
	KS2	R	*GPS	W	M	
	Sch	77%	80%	83%	70%	
	Nat	71%	77%	76%	75%	

Targets for 2018-2019**EYFS**

	<u>Baseline</u>	<u>Target at expected</u>	<u>Target at exceeding</u>
Reading	14%	79%	14%
Writing	14%	74%	7%
Maths	38%	79%	10%
GLD	11%	76%	

Phonics Screening Check

	<u>Year one</u>	<u>Targets</u>	<u>Year two</u>	<u>Targets</u>
Passed	89%	90%	92%	93%

<u>Key Stage One</u>	<u>Expected (national)</u>	<u>Targets</u>	<u>Greater depth</u>	<u>Targets</u>
Reading	80% (76%)	77%	13 % (26%)	12%
Writing	63% (70%)	60%	3% (16%)	8%
Maths	83% (76%)	70%	17% (22%)	12%
RWM	63% (65%)		3% (12%)	

<u>Key Stage Two</u>	<u>Expected (national)</u>	<u>Baseline</u>	<u>KS1 ARE</u>	<u>Targets</u>	<u>Higher Standard</u>	<u>Targets</u>
Reading	80% (75%)	52%	62%	84%	50% (28%)	27%
Writing	77% (78%)	60%	60%	78%	13%	17%
Maths	83% (75%)	53%	59%	76%	33%	25%
GAPS	90% (70%)	59%		85%	50%	
RWM	67% (64%)	59%		67%	10%	

Area of Development: Writing	Governor committee responsible: Teaching and learning
Objective: To improve attainment and progress of writing throughout the whole school	SLT lead: Azra Raja, Shaheen Sharif, Lucy Routledge, Francesca Ellison

<p>Current Position:</p> <ul style="list-style-type: none"> • Pupils in EYFS attain above National • Pupils in EYFS attain 80% GLD • The school has engaged in cross school moderation which has resulted in increasing accuracy of assessment and assessment being moderated by other Teachers across the borough • Learning walks have shown sustained writing • Data in Key stage one is below national (70%) with pupils attaining 63% at the expected standard and below national in GD • Pupils in Keys stage attain just below national (78%) with pupils attaining 77% at the expected standard and below national in GD at 13%
--

Success Criteria:		
AUTUMN	SPRING	SUMMER
<ul style="list-style-type: none"> • Planning is driven by pupils assessments and interest to show explicit teaching of oral story telling- <i>Evidence of learning walks shows that this not as consistent- we need to give everybody a clear structure</i> • Progress of 2+ steps are made in writing- • Moderation of writing shows assessments are accurate and match data- <i>moderation shows that children are in</i> • Children in FS, KS 1 and 2 are in line with ARE on target tracker <i>Evidence of data shows that the writing scores are not in ARE</i> 	<ul style="list-style-type: none"> • Writing assessment will show children engage in writing within and outside the classroom – <i>Learning walks show in some classes there is more cross curricular writing and not others. Need to mention in staff meeting/inset. Planning proforma will need to be shared in whole staff inset and process needs to include the planning. Staff Inset has shown the planning process and</i> • Progress of 4 steps+ are made for all children in target tracker- <i>Yr 3 and 4 progress score is lower.</i> • Moderation demonstrates assessments are accurate and children’s data is in line with ARE- <i>moderation has taken place through cross moderation across the LA. Cross school moderation was organised with EP Collier- SLT were also available so support</i> 	<ul style="list-style-type: none"> • Children who attain exceeding in EYFS attain GD in Key stage one in writing- • Oracy is being well developed and planned for in the whole school <i>Opportunities to plan with SLT and review together during T6 INSETs to see impact and give effective feedback on writing process</i> <i>Targeted learning walks with specific focus – progress evident when teaching and planning follows the writing learning journey (Learning walks conducted with SIP and other Headteachers)</i> <i>Whole school strengths and areas of development agreed for September 2019</i> <i>Learning walks have shown oracy is being planned for</i> • Writing is in line with or above national in all key stages-

	<p><i>judgements. Feedback from cross moderation has shown that the teachers assessment is secure and in Yr 3 and 4 is not as secure.</i></p> <ul style="list-style-type: none"> • Learning walks show that feedback on writing is given within the moment and can be used to address next steps effectively using a range of strategies such as visualizers, peer marking, AFL- Inset on planning for writing, planning for writing process/ feedback. Learning walks show that some feedback in class but children are not acting upon that 	<p><i>Writing moderated across a range of different subjects show it is accurate and pupils attain</i> <i>EYFS- 69% at ARE and 7% at exceeding</i> <i>KS1- 69% % at ARE in writing in KS1 and 8% at GD</i> <i>KS2- Whole school theatre visits organised- for a whole school writing project</i></p>
--	--	---

Impact on pupils:

- Children will be enthusiastic writers and enjoy writing
- Children engage in cross curricular writing opportunities both inside and outside of school
- Key stage 1 results will be in line with or above national-
- Key stage 2 results will be in line with or above national-
- Disadvantaged pupils will make accelerated progress (7steps+) and their results will be in line with or above national and with the pupils at Redlands Primary-
- APKN pupils will make accelerated progress and their results in Key stage 1 and 2 will be in line with or with pupils nationally

Lead Person	Timescale	Resources/Cost	Monitoring activities
Azra Raja	<ul style="list-style-type: none"> • Insets- Sep • Quality assurance document shared and agreed- Sep • Visit to school 21- Autumn term • Sharing of resources and planning- Oct • Cross school moderation- NOV/Feb/ April 	Time out to visit School 21- supply costs	Quality assurance Moderation Cross school moderation Sip visits

What questions do we need to ask to monitor?

- How are the skills for oracy being taught? *Oracy skills and guidelines have been shared in the staff inset. Impact of this is evident from the learning walks which show the discussion guidelines and evident in some classes. For example, a debate lesson leading to a-for and against argument piece of writing. Planning for writing process- highlights opportunities for oracy. Talk spaces were planned and used in the first term and now have been developed as more communal talk spaces.*
- How are teachers explicitly planning opportunities for oracy- *Planning shows that Teachers are planning for oracy and it is evident in the lessons. The planning in some classes such as reception, Year 6 and Year 2 shows that oracy is clearly planned and impacts on writing- this is evident from book looks and learning walks. Planning format is using Oracy process*

- Is oracy well developed in English across the curriculum- *Oracy planning is in its infancy, planning for oracy is inconsistent and not consistent across the school. Next steps would be developing the planning for oracy, modelling what a good oracy lesson looks like, and sharing good practice. Upon reflection the main priority is to focus on planning for writing and ensuring that the teaching is consistent and practice is consistent.*
- Are skills of reading as a writer being taught when teaching writing- *Inset on teaching reading as a writer skills- more evidence in some year groups for mini writes and using skills in writing e.g – Yr 2, 4, 5 and 6.*
- How confidently can children recall and retell stories- *No evidence of this*
- What story telling language across the school and is their progression- *Planning for this is noted in the planning proforma- evidence of impact of this is evident in Yr 2 and yr 6*
- What progression of writing skills are there in writing and how are they evident? *Progression of writing skills is now being focused on in the planning proforma- Learning walks and book looks and moderation shows some stronger year groups.*
- How is feedback being given to drive progress- *Feedback inset is shared and the policy is being reviewed*
- How are the leaders inspiring teachers- *SLT are now planning with some Teachers- currently plan, do and review The writing insets are back to back and are focused on supporting planning.*
- How do the teachers hold themselves to account? *Quality assurance model is being used and is also used for the PPMs. The QA has now been reviewed to include the planning process model. Some teachers have RAGed themselves accurately. Some Teachers have been supported using coaching and developed. Next steps would be to quality assure this and also for the Leaders*
- Can pupils talk about themselves as a writer and do they have positive role models of writers being displayed and shared- *Writing assemblies have been celebrating writers. We have shared writing in assembly. We have also discussed publishing and supplying the work which will be done in Year 6*

Outcomes for Pupils- disadvantaged pupils	
Objective: To close the gap for the disadvantaged pupils and APKN pupils so they match the attainment of other pupils in the school and nationally	SLT lead: Azra Raja, Francesca Ellison, Shaheen, Cathy, Rehana Gulzar

<p>Current Position:</p> <ul style="list-style-type: none"> Attendance improved from last year PP – 2017 95.26% to 2018 95.5% and FSM – 2017 93.91% 2018 96.6% APKN are performing below national and not in line with other pupils in school Disadvantaged pupils have also performed below national in some areas

Success Criteria:		
AUTUMN	SPRING	SUMMER
<ul style="list-style-type: none"> Quality assurance demonstrates that data driven instruction is used to plan for pupils- Inset on data showed staff how to map data to plan for needs All pupils who are PP have a pen picture in place which plans for their holistic development- PP children make 2+ steps of progress and if not their next steps are planned for APKN make 2 steps of progress PP pupils attendance is 96% and any below should have a plan in place (mentor) Children are engaged in learning 	<ul style="list-style-type: none"> PP children make 4+ steps of progress and if not their next steps are planned for APKN make 4+ steps of progress PP pupils attendance is 96% and any below should have a plan in place (mentor)-All children with a mentor have made progress. Attendance for PP children across the school is 96.5%. Any child who is 96% or below has been monitored and meeting have been arranged for pupils, particularly children who are in nursery moving in reception. Children are engaged in lessons and are able to identify where they would like support (pen picture)- AR to follow up on pen picture Yr 3 data shows that they are one step behind- Yr 4- no child is on track. 1 or 2 steps of progress has been made. A child in yr 4 is well below average- Next steps for year 4 is support with planning. Yr 5 children 4/7 are on track for progress for reading and writing- 6/7 , 4/7 in maths. Next steps- moderation/Lottie- PPM 	<ul style="list-style-type: none"> APKN families are more engaged and targeted in EYFS and Key stage one and attend workshops Pupils who are APKN pass the phonics screening check- 100% of APKN have passed the phonics screening check PP pupils attendance is 96% +96.52%

	<ul style="list-style-type: none"> • Whole school interventions- feedback • APKN- Yr 1- reading 3/5 writing 4/5 and 0/5 Maths is an area where progress is less- Writing is varied. Writing in Yr 4 is low. Next steps- planning. EAL strategies to be put into place. AR to enquire who receives writing conferences. 	
--	--	--

Impact on pupils:

- Disadvantaged pupils are engaged in class and progress is being made
- APKN Children are engaged in lessons
- ALL children make 6 steps of progress
- APKN pupils attain in line with other pupils and those nationally
- Children who have PP attain in line with others at school and those nationally.

Lead Person	Timescale	Resources/Cost	Monitoring activities
Azra and Francesca supported by Shabana	Sep- data driven instruction shared Autumn- PPM meetings Survey data driven instruction Spring- Review and refine Spring- PPM Summer- PPM Summer- review and refine	Target tracker Hodder Per and Puma	SAM/AR/FE develop data driven instruction programme wb And train MLT/SLT on using Data to plan Introduce DDI/planning document using hodder – staff meeting SLT Hold first PP meetings with CTs wb 01.10.18 – specific focus on under-performing disadvantaged pupils SLT Survey staff on DDI impact, strengths and developments wb 15.10.18- follow up required SLT hold review PPM meetings wb 15.10.18 to check progress against agreed actions SLT to record notes on impact during DDI meetings. Provide notes to SLT to analyse impact.

What questions do we need to ask to monitor?

- Are pupils being planned for effectively
- Are staff holding themselves to account for their pupils
- Are they aware of which pupils are PP and APKN
- Are staff aware of the barriers for these pupils
- Is data driven instruction effectively being used
- Is effective feedback used in lessons

Area of Development: Leadership	Governor committee responsible: FGB
Objective: Develop leadership capacity to continue to raise standards and to improve teaching and learning	SLT lead: Shabana Aslam and Val Rudman

<p>Current Position:</p> <ul style="list-style-type: none"> • A successful appointment of a new leadership team, following the retirement of Headteacher (19 yrs) and resignation of Deputy head • A new Headteacher (who previously was a Senior Assistant Head and is inexperienced) has been appointed commencing September 2018 at the school • A new leadership structure has been put into place with 2 Assistant heads who are class based • Roles and responsibilities for writing, PP, Maths and EAL have been delegated

Success Criteria:											
AUTUMN	SPRING	SUMMER									
<ul style="list-style-type: none"> • Quality assurance is shared with all subject leaders and staff- <i>QA docs used for PPM</i> • Roles are delegated and action plans are shared and agreed- <i>Action plans in place</i> • Leadership leads to impact on learning with Pupils including PP and APKN attain ARE and make 2+ steps progress • <i>Shared roles and responsibilities shared and recapped individually</i> 	<ul style="list-style-type: none"> • Leaders hold each other to account and are inspiring and motivating thus standards in teaching and learning are improved- • <i>Clarity on roles and communication shared as an SLT</i> • <i>Leaders present their outcomes and impact in SLT. Each Leader has presented in SLT. 1.1. reviews/leadership reflections have been introduced and reviewed for PA.</i> • Leaders inspire teachers hence quality of teaching is improved by 90% good and 45% outstanding-<i>Coaching has impacted on teaching and learning and the RI teaching has improved and the last observations have been nearer good but is not consistent.</i> • Quality assurance is informing planning for subject leaders and planning for CPD- <i>Learning walks are evaluated and then in SLT discussed to plan quality assurance</i> • Leadership leads to impact on learning with Pupils including PP and APKN attain ARE and make 4+ steps progress- <i>See data</i> 	<ul style="list-style-type: none"> • 100% of the Teaching is good and 60% is outstanding – <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 25%;">% Outstanding</th> <th style="width: 25%;">% Good</th> <th style="width: 25%;">% Requires Improvement</th> <th style="width: 25%;">% Inadequate</th> </tr> </thead> <tbody> <tr> <td>23% (3)</td> <td>38% (5)</td> <td>38% (5)</td> <td></td> </tr> </tbody> </table> <p><i>Teaching has improved over the year but some Teachers hwo are RI bar one will leave the school. RI Teacher will have a support plan in place</i></p> <ul style="list-style-type: none"> • Leadership is distributed so all staff hold themselves to account for pupil's attainments and progress by using flipped accountability <i>PPMs carried out regularly</i> • Children attain in line with or above National <i>Yes- see data</i> • Gaps for disadvantaged and APKN group is closing- <i>See data</i> • Subject leaders raised standards leads to 		% Outstanding	% Good	% Requires Improvement	% Inadequate	23% (3)	38% (5)	38% (5)	
% Outstanding	% Good	% Requires Improvement	% Inadequate								
23% (3)	38% (5)	38% (5)									

			children leads to impact on learning with Pupils including PP and APKN attain ARE and make 6+ steps progress- See data
Impact on pupils:			
<ul style="list-style-type: none"> • Children attain their end of year targets_ <i>Reception children have met their targets or exceeded</i> • Pupils make expected or above expected progress across the curriculum in all areas and where this is not the case, it is evident that next steps and steps to success for those children/child have been put into place so they are not there yet but will be there soon • Key stage one results in RWM show pupils attain above or in line with national • Key stage 2 results show that all pupils attain above or in line with national 			
Lead Person	Timescale	Resources/Cost	Monitoring activities
SAM	Data- July 2018 Roles and responsibilities- Sep 2018 PPM- Termly Eng Flipped accountability- Oct Maths flipped accountability- Dec Science flipped accountability- Feb		SIP Mentor Leadership meetings
What questions do we need to ask to monitor?			
<ul style="list-style-type: none"> • How are middle leaders being developed? • How do leaders hold themselves to account • How do teachers hold themselves to account? • Are pupils making progress across all areas in the curriculum • Is leadership distributed so there is a succession model in place? 			

Area of Development: Attendance	Governor committee responsible
Objective: To improve pupils attendance so it is 97% and the PA is reduced	SLT lead: SAM,Azra,Rehana Gulzar and Cathy McCarthy

Current Position: Attendance is 96.3 % and has dropped from previous years
--

Success Criteria:		
AUTUMN	SPRING	SUMMER
<ul style="list-style-type: none"> A proactive focus on attendance means a mentor system is in place for all pupils who are PA- <i>ALL PA children’s families have been met with</i> SEND pupils (who have attendance below 96%) have a mentor system in place Whole school attendance is 96% and 1-6 is 97% Attendance is visible in all communications with parents at parent meetings, newsletters etc-<i>Attendance is visible</i> Engagement with EWO and family workers leads to improved attendance for PA- <i>families fined for holiday attendance</i> 	<ul style="list-style-type: none"> <i>SEND pupils (who have attendance below 96%) have a mentor system in place- Attendance is 97% current</i> <i>Whole school attendance is 96% and 1-6 is 97%- Attendance is 96.5%</i> <i>Attendance is visible in all communications with parents at parent meetings, newsletters etc</i> 	<ul style="list-style-type: none"> SEND pupils (who have attendance below 96%) have a mentor system in place Whole school attendance is 96% and 1-6 is 97%. <i>Whole school attendance is currently 97.5 %. PA for 1-6 is 4.15</i> Attendance is visible in all communications with parents at parent meetings, newsletters etc- <i>Attendance is shared weekly in assembly and weekly letters and in the bulletin</i>

Impact on pupils:
<ul style="list-style-type: none"> Pupils will value attendance and punctuality which is a key life learning skills Attendance will be raised 97% - Attendance is 97.5% PA attendance will be reduced –PA attendance is reduced to 4.15 currently- nearly 2 points down from previous years. Analysis of pupils attainment should show increased outcomes for those pupils- A case study will be prepared. Pupil will enjoy the feeling of community

Lead Person	Timescale	Resources/Cost	Monitoring activities
Shabana Aslam Cathy	Celebrations identified- Autumn term		<ul style="list-style-type: none"> Phase meetings and PPMs to review class attendance as a

<p>Azra Rehna SLT</p>	<p>Mentor system in place- Oct Target sheets- OCT Personalised plans- OCT/NOV Review personalised plans- Feb with LS mid Jan as discussed, demand anxiety cycle being completed and consideration of reduced timetable to support core subject learning</p>		<p>standing agenda item and generate clear actions to improve attendance</p> <ul style="list-style-type: none"> • SLT meetings to review persistent absence as a standing agenda item • Daily attendance email to all staff refined, with day of absence and PPG pupils clearly identified • Step 1 – Attendance Officer call • Step 2 – Class Teacher call • Step 3 – Inclusion Leader involvement • All with an emphasis on the pupil's return to school and learning that is being missed used as a hook for engagement • SLT to put personalized plans in place for 'at risk' pupils to address barriers to attendance, learning and personal development • SLT to mentor these pupils and take ownership for the KPIs on the plans being met • Review PP strategies and how money is being spent
-------------------------------	---	--	--

What questions do we need to ask to monitor?

- Is the school on track to meet the end of year targets
- Which pupils/ groups of pupils are targeted at the end of month- *Attendance team meet half termly and review the children data and arrange meetings for families who are targeted*
- Which class have the least attendance- *The nursery class have the lowest attendance and meeting shave been arranged to meet with these children*
- Which family/pupil have the least attendance?- *Families who have repeatedly taken families on holiday have been fined. A child with the lowest attendance has had a spinal operation and therefore her attendance is lower*
- What is working for the pupils who have increased attendance? *Mentor system has worked, meetings and conversations with families and attendance meetings.have had impact*

Area of Development: EYFS	Governor committee responsible
Objective: To close the gap for the disadvantaged group in all areas by focusing on the environment providing a rich EYFS curriculum focused on independent learning	SLT lead: Shabana, Shaheen and Azra

Current Position: <ul style="list-style-type: none"> GLD is 80% and above average Pupils in EYFS attain above national or in line
--

Success Criteria:		
AUTUMN	SPRING	SUMMER
<ul style="list-style-type: none"> Children are engaged in child-initiated learning which is planned for – <i>child initiated planning is being looked at through ECERS which has been introduced</i> Children are able to access free flow learning by sharing the nursery garden- Nursery and Reception free flow Pupils make 2+ progress and if not their next steps are planned for 	<ul style="list-style-type: none"> Parents contribute towards the learning Pupils make 4+ progress and if not their next steps are planned for- <i>Reception more than 4+ steps of progress is evident. In nursery assessment is not as secure</i> Children’s interests are planned for thus leading to higher engagement and involvement in learning and PSE scores are in line with ARE- <i>A zoned EYFS environment is being set up following conversations with staff. SENCO and Headteacher led conversations. – planning is an area to review</i> 	<ul style="list-style-type: none"> Children who are PP and APKN attain in line with national. <i>67% of children have attained expected + in reading, writing and maths and 57 % are at expected at RWM</i> Children are engaged in a high quality curriculum thus leading to children attaining in line with national or above Children who are APKN and PP attain a GLD in line with national <i>Current GLD this year is 76%-</i>
<ul style="list-style-type: none"> An exciting EYFS environment which is language rich enable all pupils to independently access learning and become a motivated learning Staff plan rich and varied opportunities to enable pupils to make next steps in learning Play is purposefully planned for by using children’s observations and planning for their needs Parents are engaged and contribute towards their children’s assessments The learning environment both indoors and outdoors reflect pupils interests 		
Impact on pupils:		
<ul style="list-style-type: none"> Disadvantaged pupils attain in line with or above national Pupils who are APKN are in line with other pupils 		

<ul style="list-style-type: none"> Gender gaps are closed Learning journals reflect pupils attainment 			
Lead Person	Timescale	Resources/Cost	Monitoring activities
SAM/SS/AR			Developing a flipped accountability document with Rec Teacher Learning walks
What questions do we need to ask to monitor?			
<ul style="list-style-type: none"> Is the EYFS environment providing for the pupils needs? Are children engaged in learning and play or are they flitting from one activity to another? <i>Learning walks show that children in reception and nursery are engaged in play but staff in Nursery do not provide commentary on learning hence are not modelled on learning</i> Do adults interactions deepen the children's learning and build on their vocabulary?- How is oracy planned for in EYFS What is the transition for the children between FS 1 and FS 2 and FS 2 and Year one? Are the pupils on track to meet the end of year targets and if not what opportunities or next steps have the staff planned to enable them to be nearly there Which pupils/ groups of pupils are targeted at the end of month Which class have the least attendance Which family/pupil have the least attendance? What is working for the pupils who have increased attendance? 			

